

## Integrating Gender and Nutrition within Agricultural Extension Services

Activity Sheet  
March 2016

### Who Has Power and Control?

#### Time:

60 - 90 minutes

#### Materials Needed:

- Flipchart with activity title and objectives listed
- Markers or crayons
- 50-60 sheets of paper
- Sticky wall, if available
- Masking/scotch tape



#### Introduction

Power can be defined as the degree of control over things and people. Being powerful means people are in a position to make decisions, control resources, and direct what others do. Analyzing what gives people power is a first step in addressing gender inequalities within the family and society. Different degrees of power determine how men and women view their own capacities and the capacities of their partner, the level they are allowed to participate in decision making, and the extent they can control their own lives.

#### Objectives

- ✓ To explore factors that give people power.
- ✓ To analyze the power dynamics and how they can change within a "typical" rural household.

#### Steps

- 1) Review title of activity, objectives, and brief introduction. **(5 minutes)**
- 2) With no talking ask the participants to line up by the letter of their first name. Divide the line into **four** groups of approximately the same size. **(5 minutes)**
- 3) Give each group sheets of paper and colored markers or crayons. Ask each group to draw and label different members of a typical rural household on separate sheets of paper: mother, father, son, daughter, aunt, uncle, grandmother, grandfather, mother-in-law, father-in-law, unmarried brother. **(20 minutes)**
- 4) Invite small groups display their drawings on the wall or floor by degree of power: from the **most** powerful to the **least** powerful. If some household members are perceived to have the same degree of power, they can place the drawings next to each other. **(15 minutes)**
- 5) Gather participants into a circle around the drawings and ask the following questions. **(30 minutes)**  
*What makes one person more powerful than others? Examples: gender, position in household, level of education, wisdom, wealth, social status, physical strength, moral integrity.*  
*In what ways can power shift among family members? (e.g., a husband dies or moves away for work; a wife begins earning money)*



*What are the implications of one person holding all the power in the household?*

*In what ways can power be shared within the household?*

## Now What?

Putting the activity into practice. Ask the participants to return to their small groups and discuss how they see themselves using this activity in the field by responding to the following questions, ensuring that every group member has the opportunity to provide his or her response:

*As the trainer, in what **ways** and with what **audiences** could you implement this activity?*

*What **changes** might you need to make to the activity?*

Ask each small group to share **one idea** from their discussion with the whole group. **(20 minutes)**

## References:

“Integrating Gender and Nutrition with Agricultural Extension Services” Facilitator’s Guide. USAID Integrating Gender and Nutrition into Agricultural Extension Systems (INGENAES), 2015. <http://dev.ingenaes.illinois.edu/wp-content/uploads/Gender-and-Nutrition-Facilitators-Guide.pdf>

*Nurturing Connections* – Helen Keller International Bangladesh p.p. 54 – 56.



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